3 What we wear, what we waste

In this unit you will…

- **use** vocabulary for clothes and parts of clothes, and use verbs to do with clothes
- **learn** about clothes, accessories and materials from the past
- **talk** about clothes and their significance
- **discuss** ways of protecting the environment using modal verbs and *have (got) to, ought to, need to*
- **find out** how waste materials can be reused
- **give** a short speech about an environmental problem
- **write** a letter about an important local issue.

Getting started

"We shouldn't buy so many clothes. Do you agree?"

Watch this!

3.1 My style

In this lesson you will…

- use vocabulary for clothes and parts of clothes, and use verbs to do with clothes
- use multi-word verbs (*put on*, *do up*, *try on*) to talk about what you wear.

- **What sort of clothes and shoes are in fashion at the moment?**

Vocabulary

1 **Read what Joshua says about clothes.**

What is Joshua wearing in the photo? Use the words from the box to help you.

When I get home after school, I just put on something comfortable like tracksuit bottoms and an old T-shirt. I don't like clothes with lots of buttons to do up. I don't like shoes with laces either. I don't mind trainers but I leave the laces done up so I can just slip them on.

I don't enjoy shopping for clothes because I don't like trying things on in a shop. I don't really need a lot of clothes. Who does? I just like wearing things that look good on me. I'm quite careful with my clothes. When I go to bed, for example, I don't just take them off and throw them on the floor. I fold them and put them away or hang them up in the wardrobe.

When I go out with my friends, I usually wear jeans with a T-shirt and sometimes a polo shirt. I don't mind dressing up for family weddings and things like that, but I don't really follow fashion.

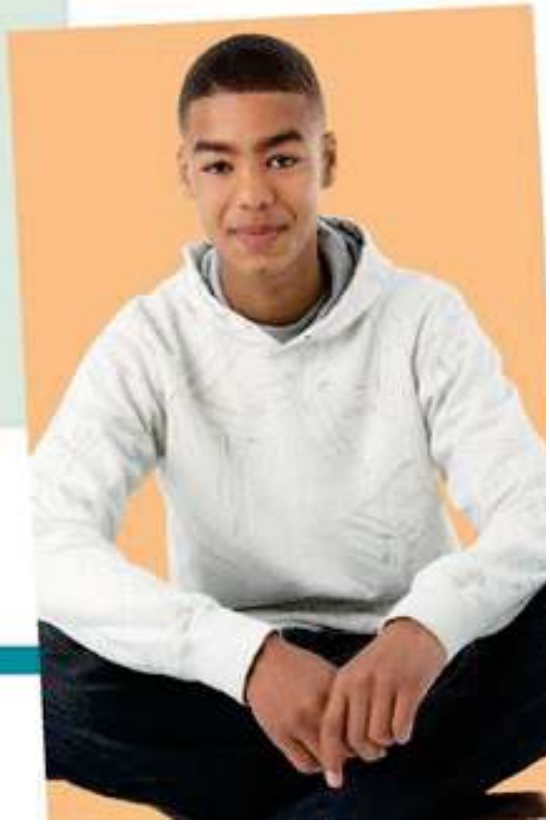
Joshua

Clothes

hooded sweatshirt / a hooded jacket (often called a 'hoodie')
polo shirt
tracksuit bottoms
designer jeans
short-sleeved shirt
knee-length shorts

Parts of clothes

button collar
hood lace(s)
(long / short) sleeve(s)



Use of English Multi-word verbs (phrasal and prepositional verbs)

Multi-word verbs are verbs made up of two or more words – a verb like *get* or *take* with a word like *up* or *off*.

How many multi-word verbs can you find in the text in Exercise 1?

put on, do up, slip on, …

When the object of a multi-word verb is a noun, you can put the two words of the verb together or you can separate them.

But if the object is a pronoun, you must separate the two words.

*I **put away** my clothes.*	*I **put** them **away**.*
OR	NOT
*I **put** my clothes **away**.*	~~*I put away them.*~~

2 **Use the words in the box to complete the multi-word verbs in the following questions. Then ask and answer them with a partner.**

on (x2)	off	for	up	away

a Do you ever pay …*for*…. your own clothes?

b Do you always try clothes …… before you buy them?

c Do you like dressing …… for special occasions?

d Do you always put your clothes …… in the same order?

e When you take your clothes …… at the end of the day, do you put them …… carefully?

Writing

3 **Rewrite what Joshua says in Exercise 1 to make it true for you.**

Listening

4 **Listen to this interview with Amani and Milan. What are they talking about? Do they have similar opinions?**

5 **Listen again. Put your hand up when you hear these sentences. Can you say each of the underlined phrases in a different way?**

a I often go window-shopping.

b I try on different pairs of shoes to see which ones go well with it.

c Are you fashion-conscious?

d Do you dress up for special occasions? Not if I can help it!

6 **Answer the questions. Who …**

a enjoys shopping and trying on clothes?

b isn't interested in fashion?

c buys a lot of clothes?

d has an untidy bedroom?

e shops online?

f are you most likely to see in family photos?

Speaking

7 **Work in groups. Discuss your attitude to clothes. In what ways are you similar to or different from Joshua, Amani and Milan?**

3.2 How stylish were the Ancient Egyptians?

In this lesson you will…

- learn about clothes, accessories and materials from the past.

- **What do you know about the Ancient Egyptians?**

Key words: History

emperor
hieroglyph
pharaoh
status

Reading

1 **Look at the words in the history key words box. Use them to complete these sentences.**

a An …… was a ruler in China.
b A …… was a ruler in Ancient Egypt.
c A …… is a picture or symbol which is used to represent a word or part of a word in the Ancient Egyptian writing system.
d Your …… is your social position in relation to other people.

2 **What clothes did the Ancient Egyptians wear? What else did they wear? Read the text to find out.**

Clothing and footwear

In Ancient Egypt, the most popular material for clothes was linen. The women wore long, straight dresses. The men wore skirts with a belt. Both men and women wore make-up and jewellery. Only the pharaoh and people of high status had footwear. They wore sandals with leather straps. Colours were symbolic for the Egyptians. Yellow symbolised gold, green was the symbol of youth and life, black was only for wigs and white was the symbol of happiness.

Jewellery

People have always worn jewellery to show off their status, for decoration, for practical purposes, or just for fun. In Ancient Egypt, everyone wore jewellery, not just the rich and powerful. They liked to use gold for their bracelets, rings, earrings, decorated buttons and necklaces. In the picture, the Egyptian woman is holding an object in the shape of an Egyptian hieroglyph, the 'ankh', which is a symbol of life.

3 Find the following in the text.

a one type of footwear ***sandals***
b two items of clothing
c four items of jewellery

4 Are these sentences true or false?

a Ancient Egyptians wore a lot of linen.
b Only women wore skirts.
c Men wore make-up.
d Everyone wore sandals.
e Yellow and green were important colours for the Ancient Egyptians.
f The Egyptians liked wearing black clothes.
g All Egyptians had some items of jewellery.
h The *ankh* had a negative meaning for the Egyptians.

Speaking

5 Discuss these questions.

a What similarities are there between the Ancient Egyptians and people today?
b Can you tell what the attitude of the writer is in this text? (In other words, can we say what the writer's opinion is, or does the text simply give the facts?)

Listening

6 Listen to part of a talk given by a museum guide. What is the talk about? How does it link to the text about Ancient Egypt?

Writing

7 Listen again. Answer these questions. Then use the words in the history key words box to summarise what the museum guide says.

a What was a status symbol in Ancient China?
b What material did poor people make their clothes from?
c Who wore silk?
d What colour did the emperor wear?
e What was the important item of jewellery for men?

Listening tip

When you summarise what you read or what you hear, you need to focus on the main points. The questions in Exercise 7 will help you do this. Read them before you listen again.

Key words: History

buckle
emperor
hemp
silk
status symbol

3.3 Clothes and you

In this lesson you will…

- talk about clothes and their significance
- use idiomatic expressions to talk about clothes.

- **'You are what you wear.' Is this true?**

Reading, listening and speaking

1 **Read the questions in the quiz on the next page, but don't answer them yet.**

The quiz has three parts. Which is the easiest part to answer? Which is the most challenging? Give reasons for your answers.

2 **Listen to Lian and her brother answering the questions in Part 1 of the quiz. Which of the following multi-word verbs do they use?**

put on	put away	try on	pay for	take off

3 **With a partner, ask and answer the questions in Part 1 of the quiz. Try to use some of the expressions Lian and her brother use.**

… a waste of time — *It's nice to …*

I quite enjoy it. — *You need to know whether you look good in [them].*

I don't mind [dressing up].

4 **Listen to Lian and her brother answering the questions in the Part 2 of the quiz. What are these, and who wears them?**

1

2

5 **Now ask and answer the questions in Part 2 of the quiz. Use the present passive (*It's made of …*) in your answers.**

6 **With a partner, ask and answer the questions in Part 3 of the quiz.**

Natural materials
linen
wool
cotton
silk…

Synthetic materials
plastic
polyester
rayon
acrylic…

Remember

Present passive

*What **is** it **made** of?*

*It**'s made** of metal.*

Clothes and you

PART 1 **Are you fashion conscious?**

1 Do you enjoy shopping for clothes?

2 Do you always try clothes on before you buy them?

3 Do you like dressing up for special occasions?

PART 2 **How much do you know about the clothes you wear?**

4 Describe what you're wearing.
Do you know what each item is made of?

5 Do you wear jewellery? What is it made of?

6 Do you wear other accessories (a belt, for example)?
What are they made of?

PART 3 **Think about it.**

7 Why are clothes important to people?

8 What are the advantages and disadvantages of natural materials for clothes?

9 What are the advantages and disadvantages of synthetic materials?

3.4 Think globally, act locally

In this lesson you will…

- learn vocabulary for environmental issues
- discuss ways of protecting the environment using modal verbs and *have (got) to, ought to, need to.*

- **What does 'think globally, act locally' mean to you?**

1 **Look at the words in the box. Can you complete what each person says about thinking globally and acting locally?**

Environment

carbon
climate
emissions
environmental
fashion
pollution
recycle
waste

I think it means you should think about things like air and water ....., things that affect everyone.

I watched a programme about how much we throw away.

We all need to reuse and ..... more.

Claudia

You've got to think about the problems in the world:..... problems, like ..... change.

Eliud

Take the ..... industry. I read that it produces 1.7 billion tonnes of ..... dioxide every year and it is responsible for about 10 per cent of global carbon ..... .

So many clothes are worn only a few times and then thrown away. It's a terrible .....!

Raina

Listening

2 **Listen to these extracts from an interview with the people in the photos. Check your answers to Exercise 1.**

3 **Listen to the complete interviews. Which sentence summarises what all the people in the photos say?**

a It's not for us to decide how to solve the problems. Governments and politicians should do that.

b It's too late to stop climate change.

c There are things we can all do to make a difference.

Language tip

Useful multi-word verbs for this topic

cut down on: reduce

throw away: get rid of (*the opposite of keep*)

find out: discover, get information

4 **Listen again. Claudia, Eliud and Raina give examples of ordinary things we can all do to be environmentally friendly. What are they?**

a Claudia ***Always use …*** b Eliud c Raina

Use of English Modal verbs and *have (got) to, ought to, need to*

strong obligation: must will have (got) to

You've got to think about the problems in the world.

weak obligation should ought to might

You should think about things like pollution.

necessity don't have to needn't need to

We all need to recycle more.

possibility: can could may might

We might be able to slow down climate change

prohibition must not can't

You must not buy so many clothes.

suggestion should shall

What should we do about this?

5 **Work in pairs. Use statements 1–4 as the basis for four conversations. (You can listen to two model conversations to help you.)**

Statements	Useful phrases for conversational exchanges		
1 We must cut down on the things we use every day. 2 We have to change the way we think about clothes and fashion. 3 We could cycle more instead of going everywhere by car. 4 We all need to recycle more.	Why? Yes, but what can we do / how do we do that? What do you mean? Give me an example. That's a good idea but …	Because … For example, … I mean … Yes, but … Well, I think we have to …	I see what you mean. Yes, I agree. No, I don't agree.

3.5 Don't waste it!

In this lesson you will…

- find out how waste materials can be reused
- use the present passive with modals (*shoes can be made from plastic bottles*).

- **Think of your everyday clothes. What are they made of?**

Key words: Science

algae
foam
habitat
raw materials

Reading

1 **Read the article and answer the questions.**

a What is the writer's intention in this article?
b Can we say what the writer's opinion is, or does the text simply give the facts?

Plastic Plus

Eight million tonnes of plastic are thrown into the oceans each year. This means that by 2050, there will be more bits of plastic than fish in seawater. What can be done?

Did you know that sportswear, such as jackets, swimwear, leggings, trainers, T-shirts and bags can be made from recycled plastic found in oceans and rivers? The plastic is broken down into pellets and then the pellets are made into thread. The thread is used to make material for clothes. This process is called 'upcycling' because you're recycling waste material to make something new, which is good news for the environment. Some people define upcycling as 'creative reuse'.

There's a Spanish fashion company that makes shoes from waste plastic and algae. Each pair of shoes is made from five plastic bottles. The plastic is processed into thread for making cloth. The thread is used to make the upper part of the shoe. Algae are processed into a flexible foam material to make the base of the shoe. The shoes are simple and comfortable, they can be produced easily and they look very stylish.

It's a win-win situation because removing the algae also allows clean water in rivers and lakes to circulate more freely, which helps to improve plant and animal habitats.

A Plastic water bottles are collected.

B The bottles are broken down into pellets, which are made into thread.

C The thread is used to make fabric for clothes.

2 **Look at the words in the science key words box. Match them to their definitions.**

a a lot of bubbles that stick together on the surface of a liquid
b materials in their natural state, like wood, coal and oil
c natural home of a plant or animal
d small plants with no stems or leaves that grow in or near water

3 **Work in groups. Discuss the questions.**

a What can recycled plastic be used for?
b Why is upcycling sometimes called 'creative reuse'?
c Can natural and synthetic materials be combined to make shoes? Give an example from the text.
d Why does the article say this is a 'win-win situation'?

Use of English Present passive with modal verbs

You can use modal verbs like *can*, *could*, *should* and *must* with the present passive.

The shoes ***can be produced*** *easily.*

Plastic ***shouldn't be thrown*** *into the sea.*

Can *these shoes* ***be recycled****?*

Language tip

made from **and** ***made of***

Use *made from* if the original material has been completely changed.

These shoes are ***made from*** *recycled plastic.*

Use *made of* if you can still recognise the original material.

These shoes are ***made of*** *leather.*

4 **Complete these sentences using the present passive.**

a Oil …… under the earth and under the sea. (*find*)
b Too many empty plastic bottles …… into the ocean. (*throw*)
c Diamonds …… at high temperatures deep underground. (*form*)
d Belts …… of materials such as leather, plastic or cotton. (*can / make*)
e Baseball caps and sunglasses …… in the classroom. (*must / not / wear*)
f …… all plastic waste …… in the recycling bin? (*should / put*)

Speaking

5 **Work in groups. Answer these questions.**

a What sort of things are recycled in your country?
b Are there other things that should be recycled?
c Can you think of something you've got at home that could be upcycled?

3.6 Reduce, reuse, recycle

In this lesson you will…

- give a short speech about an environmental problem.

- **Reduce, reuse, recycle: what do these words mean in the context of the environment?**

Reading

1 **Read the article on the opposite page. Who are the young people in the pictures? Where are they? Why are they there?**

Listening and speaking

2 **Listen to the data about waste. Complete the sentences with the correct numbers from the box.**

half	95	2050	billion
5	500	100,000	

a Around a trillion bags are used every year worldwide. A single plastic bag can take ***500*** years or more to degrade.

b By…… the oceans will contain more plastic by weight than fish.

c Over …… marine animals die every year from getting caught in plastic or from eating it.

d Over one third of all food produced globally goes to waste. One …… hungry people could be fed on a quarter of the food that is thrown away every year.

e More than …… of all food that is wasted is thrown away at home.

f Up to …… % of the textiles that are thrown away could be recycled.

g It only takes …… recycled plastic bottles to make enough fibre filling for one ski jacket.

Listening tip

Before you listen, look at the gaps in the sentences. What kind of numbers do you expect to hear?

Language tip

A ***single*** plastic bag means ***just one*** plastic bag.

3 **Work in pairs. Ask each other three questions about the information in Exercise 2.**

- How many …?
- How much …?
- How long …?
- What will happen …?
- Why …?
- What percentage …?

4 Imagine you're going to attend the next Youth and Future Generations Day. You have to give a short speech about an environmental problem that concerns you.

a You've only got 20 seconds to get your message across. What are you going to say?

b Think about the following:
- Can you use any of the information in Exercise 2 to support your message?
- Do you need to do some research to find other information?
- Can you use any of the stylistic devices Timoci and Shalvi used?

c Write down what you're going to say.

d Practise what you're going to say.

e Give your speech.

Every year, young people from around the world are invited to take part in the Youth and Future Generations Day, organised by the United Nations Climate Change Conference. Timoci and Shalvi spoke at the recent conference in Bonn, Germany.

"We need to act now. Therefore, let's start with putting rubbish in the bin. Reduce, reuse and recycle. Let's replant. Let's be more environmentally oriented … It's time to unite, to move forward … Climate change is here to stay unless we do something about it."

Timoci Naulusala

"A famous activist, Emma Thompson, said, 'Every single person on this earth has the power to change the world.'

Plant a tree. Walk instead of taking a car for a short distance. Our school has opted for an action plan, which is to plant trees and have three Rs: Reduce, Reuse, Recycle."

Shalvi Shaksi

3.7 Improve your writing

In this lesson you will…

- write a letter about an important local issue.

1 **Read about the café in Evergreen Park and the letter that appeared in a local newspaper. Why do you think the writer has decided to write to the local newspaper?**

2 **Read the letter again. Answer these questions and support your answers with examples.**

a Is the purpose of the letter clear from the beginning?

b Does the writer consider the advantages and disadvantages of each option?

c What is the writer's opinion?

d Would you agree with the writer if this was happening in your local area?

e Do you think the writer takes a responsible attitude to the issue?

3 **Read about a new shop in the High Street. Write a letter to a local newspaper giving your opinion. Use the letter on the opposite page as a model.**

Writing tip

Use **connectives** to link your ideas in writing.

Find examples of each of the following connectives in the letter:

however what's more in addition as therefore

A new shop in the High Street

Three different businesses are interested in opening a new shop in the High Street.

- The first is a smart designer boutique selling clothes, shoes and accessories.
- The second is a discount store where you can buy the latest fashions at very economical prices.
- The third is a shop staffed by volunteers selling second-hand clothes and household items. You can take things you don't need any more to recycle there.

4

- Have you started each paragraph with a topic sentence?
- Have you included connectives such as *however*, *what's more*, *as* and *therefore*?
- Have you given examples to support your argument?
- Have you addressed the reader directly?

The café in Evergreen Park

The café in your local park has closed. Three people are interested in using it for their own business.

- One wants to make it a top-quality restaurant with international cuisine.
- The second wants to open a fast-food takeaway business serving burgers and pizzas.
- The third wants to turn it into a vegetarian café, run by the community and serving food using locally grown vegetables and fruit.

Start your letter with a sentence or question that engages the reader's attention.

What should happen to the café in Evergreen Park? This is an important issue because the park is the focus of our local area.

Give a clear idea of the points you're going to cover.

There are three options: a top-quality restaurant, a fast-food business and a community café. Each has advantages and disadvantages.

You can start each paragraph with a topic sentence that says what the paragraph is going to be about.

What would a top-quality restaurant bring? It might improve the way people see the local area. People would come to the restaurant and they might spend money in the local shops. However, how many of the local residents could afford to eat there?

However is a useful word, a connective, which introduces a contrasting idea or opinion.

What's more is a connective that introduces additional information.

What's more, a park is where children play. Would they be welcome in a smart restaurant?

Give examples.

A fast-food takeaway might be popular. It's useful when you haven't got time to shop and cook a meal for example. However, as you know, there are several takeaway restaurants in the area already. In addition, a fast-food business would not be good for the local environment as it generates a large amount of waste and litter. Most fast food is sold in plastic or polystyrene packaging, which is often thrown away carelessly. This would quickly become a problem in our park, both for people and for wildlife.

Use personal pronouns to address the reader.

Use the connective *as* (meaning *because*) to introduce an explanation.

Give a list of three reasons or examples to support the argument.

The third option, a community café, would have far more advantages than disadvantages. It would provide a place that everyone could use, it would be good for the local economy and it would unite the local community. Therefore, we should definitely support this option.

Use the connective *therefore* to introduce a conclusion.

3.8 Project challenge

Project 1: A presentation

You are going to give a presentation about an upcycled item.

Do you remember what upcycling is?

1 Work in groups. Ask and answer these questions.

Have you got an idea for something that could be upcycled?

Yes

Draw a diagram or sketch of your idea.

No

Do some research on upcycling.

Find an upcycled item that you like.

Write a description of your item.

It's made from …

You take …

Then you have to …

Next, you …

Finally, …

2 You're going to present your idea to the class. Are you going to …
- give a talk?
- give a digital presentation?
- include photos or drawings?
- bring in an example of your idea to show to the class?

Decide what each person in the group is going to do.

Shall we take turns to present our idea?

You're good at drawing. Why don't you draw a diagram or a sketch of our idea?

3 Give your presentation.

4 Ask the class if they have any questions.

5 Ask the class to give their opinions of your presentation.

- How did you decide on an idea for an upcycled item?
- How did working collaboratively help to make your presentation successful?

Project 2: A presentation

You are going to give a presentation about a traditional item of clothing.

1 Work in pairs. Choose a traditional item of clothing.

a What does it look like?
b How do you wear it?
c What is it made of?
d Is there something special about the colours and patterns?
e Where can you buy it?
f Who is it worn by?
g When is it worn?
h How much does it cost?

2 Prepare a short presentation about a traditional item of clothing. Use the steps to help you.

Step 1: Choose an item of clothing to describe.

Step 2: Research the information you need.

Use the questions a–h above as a guide.

Step 3: Decide what sort of presentation you're going to give. Are you going to …

- give a talk to the class?
- give a digital presentation?
- use video?

Step 4: Write your presentation.

Step 5: Find photos or pictures to illustrate your information.

Step 6: Give your presentation.

Step 7: Ask the class if they have any questions.

Step 8: Ask the class to give their opinions of your presentation.

- Did you find the answers to all the questions in Exercise 1, and did you manage to include all the information in your presentation?
- Is there anything you would change in your presentation?

3.9 Poetry

1 Read and listen to the poem. What picture do you have in your mind when you read this poem?

Ode to My Shoes

my shoes
rest
all night
under my bed

tired
they stretch
and loosen
their laces

wide open
they fall asleep
and dream
of walking

they revisit
the places
they went to
during the day

and wake up
cheerful
relaxed
so soft

Francisco X Alarcón

[0] ode: a poem written to show you admire someone or something
[6] stretch: to straighten your arms, legs or body to full length
[7] loosen: to make something less tight
[9] wide open: completely open
[18] cheerful: happy

Francisco Xavier Alarcón (1954–2016) was born in California and grew up in Mexico. He wrote poems for adults and children, including bilingual poems in Spanish and English.

2 Read and listen to the poem again. Then answer the questions.

a The title of the poem is 'Ode to My Shoes'. Why is this an 'ode'?

b The lines in the poem are very short. What is the effect of this? What kind of feeling does this give the poem? Is it stressful or calm?

c How would the poem be different if the poet had written long lines, like this?
my shoes rest all night under my bed
tired they stretch and loosen their laces

d Look at the word 'tired' in line 5. Is this word usually a negative or positive adjective? How is it used here?

e How and why does the poet use personification in this poem?

3 Work in small groups. Discuss these questions.

a Is this a simple or a difficult poem? Give reasons for your answer.
b What do you like about this poem?

4 Read and listen. What picture do you have in your mind when you read this poem?

Flannel

Red and blue plaid,
pockets with buttons,
my camping shirt
is flannel, worn soft,
5 pine smells, campfire,
forest moss.

I keep it hidden
in my bottom drawer—
where no one will find it
10 and wash away
my memories.

Kristine O'Connell George

[1] plaid: (pronounced 'plad') cloth with a pattern of different coloured squares and crossed lines
[4] flannel: soft cloth made of cotton or wool
[5] pine: a tall tree with long, thin leaves shaped like needles
[6] moss: a very small, green plant that grows on the surface of rocks, trees, etc.

Kristine O'Connell George (born 1954) writes poetry for children and young people. Her poems often focus on everyday experiences and objects.

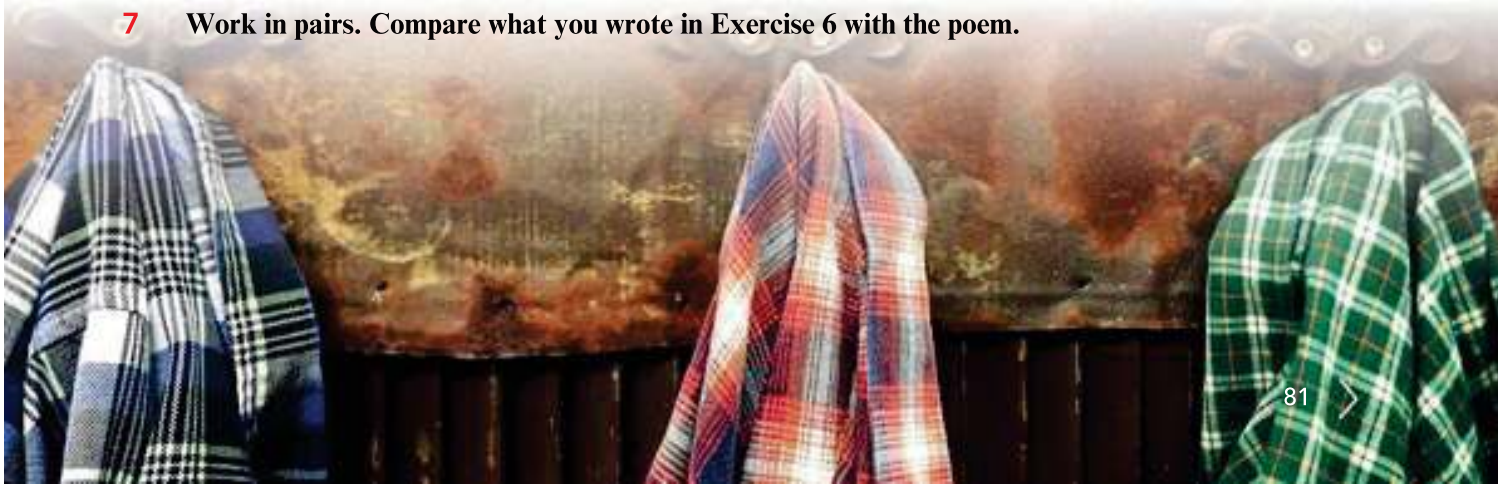
5 Read and listen to the poem again. Then answer the questions.

a What is the object that the poet is describing?
b Why do you think the title of the poem is 'Flannel' and not the name of the object?
c What do you think the poet likes about the object she's describing?
d How does the poet use the senses in her description?
e What impression do you get of the poet and her interests?
f What does the second verse tell you?

6 Write a version of this poem in prose. (Prose is ordinary written language, not poetry.) Start like this:

I've got a red and blue plaid …

7 Work in pairs. Compare what you wrote in Exercise 6 with the poem.



8 Read and listen. What picture or pictures do you have in your mind when you read this poem?

A Slash of Blue

A slash of Blue —
A sweep of Gray —
Some scarlet patches on the way,
Compose an Evening Sky —
5 A little purple — slipped between
Some Ruby Trousers hurried on —
A Wave of Gold —
A Bank of Day —
This just makes out the Morning Sky.

Emily Dickinson

[1] slash: a long deep cut made quickly, (*here*) a long thin line
[2] sweep: a big curved shape made with a brush
[3] scarlet: bright red
[3] patches: small pieces of material
[4] compose: to come together in order to make (something)
[5] slipped: put quickly and quietly in place
[6] ruby: deep red
[9] makes out: (*here*) enables you to see

Emily Dickinson (1830–1886) is one of America's best-known poets. Her first book of poetry was published in 1890, four years after her death. It was an immediate success. Nature features in many of her poems.

9 Read and listen to the poem again. Then answer the questions.

a How many colours are mentioned?
b Which words describe the different shapes of the colours?
c Do any of the words for shapes surprise you? Why?
d Does the poem describe an image that stays the same or does it change?
e How does the poet create a feeling of drama in the poem?

10 Work in pairs. Compare 'A Slash of Blue' with 'Ode to My Shoes' and 'Flannel'. Think about the following:

- the length of the lines
- the choice of words
- the visual images.

11 Write a short poem using one of the three poems you have read as a model. Your poem can be about:

- an item of clothing
- a special possession
- something from the natural world, like the sea, or a forest or a desert.

Check your progress

General knowledge quiz

How much can you remember about what you have learned?

1 Who were the pharaohs?

2 Who wore sandals in Ancient Egypt?

3 What is a hieroglyph?

4 What did these colours symbolise for the Ancient Egyptians?

a Yellow b Green
c White

5 What colour is worn by Chinese women at their wedding, and why?

6 What is the missing word in this sentence?

…… dioxide is a gas that is contributing to climate change.

7 What are **raw materials**? Give two examples.

8 What are **synthetic materials**? Give two examples.

9 Where would you find algae?

10 Give two examples of clothing or footwear that can be made from recycled plastic.

Vocabulary

Clothing and accessories

1 **What are these accessories?**

a You wear them on your ears.
b You wear it around your waist.
c It's a kind of jewellery that you wear on your wrist.
d It's a kind of jewellery that you wear around your neck.
e You wear this on your finger.
f This is made of hair.
g They're usually round and they keep parts of a shirt together.
h You use them to do up your shoes.

2 **Where have all the vowels gone? Complete the words by putting the vowels (*a, e, i, o, u*) in the correct places.**

a p _ l l _ t _ _ n
b r _ c y c l _
c _ n v _ r _ n m _ n t
d c l _ m _ t _
e p l _ s t _c
f w _ s t _
g r _ b b _ s h
h r _ d _ c _

3 **Choose a word from Exercise 2. Your partner has two chances to guess what the word is. Give your partner clues, but do not say the word.**

Use of English

1 Using multi-word verbs shows that you are really making progress in English. How many of these multi-word verbs can you remember?

When you get dressed, do you always ***put*** your clothes ***on*** in the same order?

a Do you ever forget to *do* …… the laces on your trainers?

b Do you always *try* clothes …… before you buy them?

c Do you like *dressing* …… for special occasions?

d When you *take* your clothes …… at the end of the day, do you *put* them …… carefully?

2 Can you remember how to use modal verbs with the present passive? Look at the example to help you.

You can recycle waste paper.

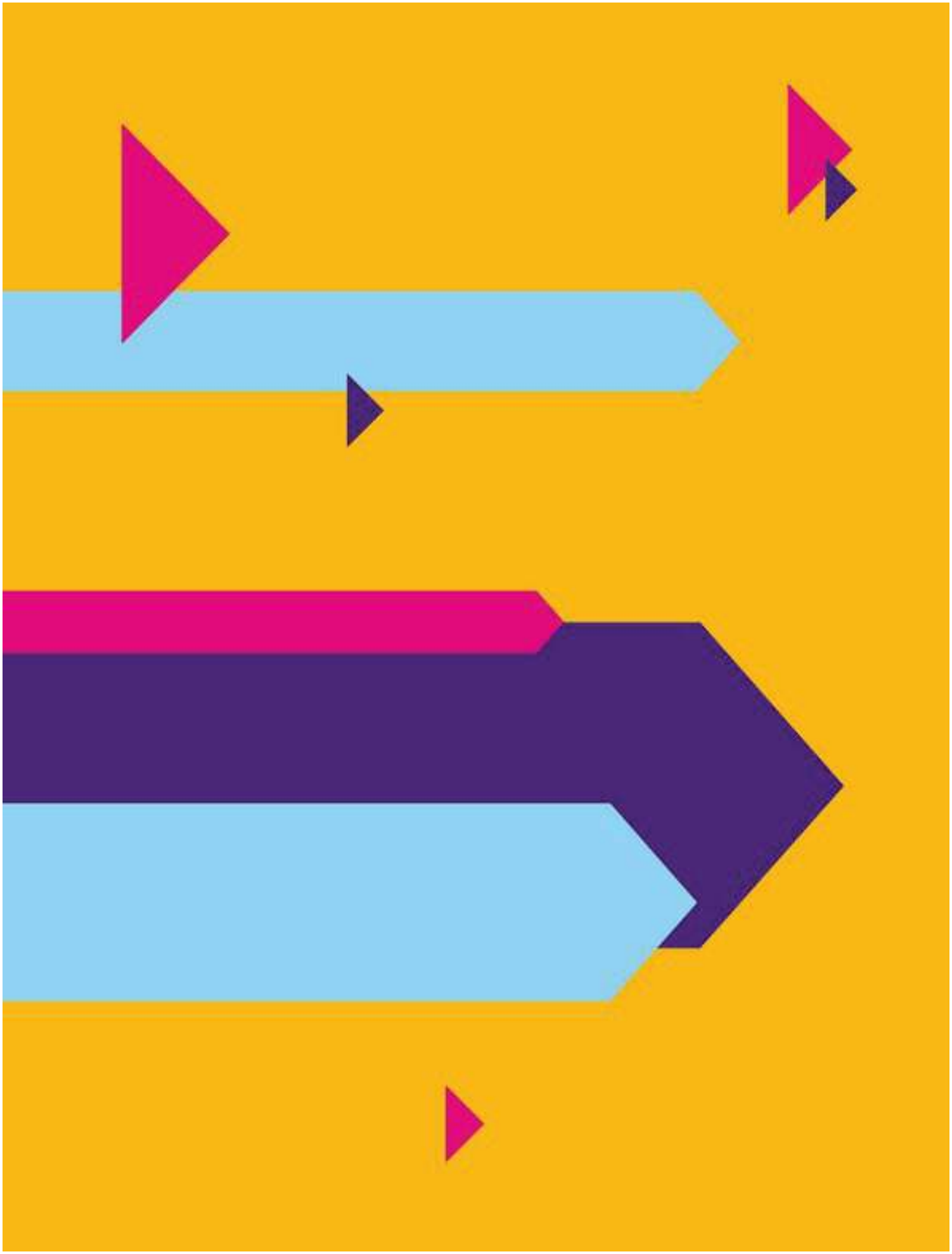
Waste paper can be recycled.

a We should provide bicycles for people to use in town.
Bicycles …… for people to use in town.

b You could make your old skateboard into a table!
Your old skateboard …… into a table!

c You must close the windows when the air-conditioning is on.
Windows …… when the air-conditioning is on.

Summary checklist

I can

- ☐ describe clothes, parts of clothes, and use multi-word verbs to do with clothes (*put on, do up, try on*).
- ☐ talk about traditional clothes, materials and the significance of clothes.
- ☐ discuss ways of protecting the environment (*must, don't have to, …*).
- ☐ talk about how waste materials can be reused using the present passive with modals (*shoes can be made from plastic bottles*).
- ☐ give a short speech about an environmental problem.